

**SEAP Meeting Summary**  
**SpringHill Suites by Marriott Boise ParkCenter**  
**February 18, 2011**

<b>Panel</b>	All Panel Meeting	<b>Date</b>	February 18, 2011
<b>Location</b>	SpringHill Suites by Marriott Boise ParkCenter Selway Meeting Room 424 East ParkCenter Boulevard Boise, ID 83706		
<b>Chair</b>	Jodi Schilling	<b>Recorder</b>	Jan Gaylord

**Voting Members – (present at meeting X, absent at meeting left blank)**

X	Valerie Burgess	X	Bruce Christopherson		Thomas Falash	X	Amanda Holloway
	Casey Moyer		Sarah Noble	X	Judy Randleman		Glenda Rohrbach
X	Jodi Schilling	X	Karen Seay	X	Dennis Toney		

**Non-Voting Members – (present at meeting X, absent at meeting left blank)**

X	Richard Henderson	X	Marybeth Flachbart	X	Matt Hyde	X	Jan Gaylord
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**Presenters**

Dr. Fernanda Brendefur	Idaho State Department of Education	Title III/Limited English Proficiency (LEP) Coordinator
Shannon Dunstan	Idaho State Department of Education	Early Childhood & Interagency Coordinator
Dr. Marybeth Flachbart	Idaho State Department of Education	Deputy Superintendent - Student Achievement and School Improvement
Richard Henderson	Idaho State Department of Education	Special Education Director
Matt Hyde	Idaho State Department of Education	Parent Involvement Coordinator
Nancy Thomas Price	Idaho State Department of Education	Response to Intervention (RTI) Coordinator

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Agenda Items	Discussion	Follow-up
<b>Welcome - Introductions</b> <i>Jodi Schilling</i> <i>SEAP Chairperson</i>	<p>Jodi welcomed members and presenters.</p> <p>Members and presenters introduced themselves and shared something good that had happened to them since last meeting.</p>	
<b>Review and Approve December 2010 Minutes</b> <i>Jodi Schilling,</i> <i>SEAP Chairperson</i>	<p>Valerie moved to approve December 2010 minutes, and Jodi seconded the motion. Minutes were approved.</p>	
<b>Review Agenda</b> <i>Jodi Schilling,</i> <i>SEAP Chairperson</i>	<p>The agenda was reviewed. Jodi mentioned the Legislative Update topic was pertinent and relevant, and the SEAP panel can prioritize ideas and focus on what is important.</p> <p>Matt noted the PBIS topic will be an agenda item at the April meeting since the timing did not work out for this meeting.</p> <p>Judy mentioned the importance of PBIS related to some student overload at districts which do not have money. Judy is concerned with the gap between school-wide and individual students.</p>	
<b>Report from the Chair</b> <i>Jodi Schilling,</i> <i>SEAP Chairperson</i>	<p>Jodi did not have anything to report for the Report from the Chair. Jodi asked what should be reported. Judy communicated that if something had occurred on behalf of the panel, it should be reported.</p>	
<b>SEAP Member Agency Reports and Comments</b> <i>SEAP Members</i>	<p>There were no specific member agency reports, but there were individual comments.</p> <p><b>Comments</b></p> <p>Matt commented that the discussion this afternoon would involve topics directly involving the SEAP panel, such as the By-laws.</p> <p>Judy mentioned the Executive Committee meeting was held after the December 2010 SEAP meetings.</p> <p>Rich communicated his full dedication to SEAP and its purposes.</p> <p>Karen questioned the scheduling of the April SEAP meeting the day prior to the next Title I conference. Matt mentioned the Committee of Practitioners was the next day, and SEAP panel members may want to attend the Title I conference and participate in some of those sessions. Matt would like to see more communication occur between the other groups in regards to efforts going on in Special Education.</p> <p>Dennis brought up home schooling. His son is going into public school and had low grades due to the teacher-student ratio. He would like to see a better teacher-student ratio.</p> <p>Karen shared that school staff is more aware of the McKinney-Vento Homeless Assistance Act. The Act ensures the educational rights and protections for children and youth experiencing homelessness.</p>	

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	<p><b>Transfers</b></p> <p>Karen spoke of confusion between schools in regards to when a transfer student needs to be enrolled: immediately, 5 days, 24 hours, or 48 hours. IDEA says student transfer records need to be done within 48 hours.</p> <p>Rich clarified and shared more about the 48 hours scenario. With the new guidance released in January, the Special Education area is clarifying and providing direction.</p> <p>Rich said once parents notify the school, the school has an obligation to follow the plan and enroll the student.</p> <p>Judy thought it sounded like an individual problem with schools, not a policy problem.</p> <p>Karen asked how districts are notified about transfer guidelines. Rich said communication is on the website as well as emails sent to appropriate school contacts on transfer guidance. The schools then have an obligation to communicate to secretaries and other school personnel.</p>	
<p><b>SDE Vision &amp; Priorities in Special Education</b>  <i>Richard Henderson,</i>  <i>Special Education Director</i></p>	<p>Rich shared his personal and professional background.</p> <p><b>Vision &amp; Priorities</b></p> <p>Rich spoke on the SDE Vision &amp; Priorities in Special Education with a PowerPoint presentation handout, noting there will be dynamic changes until November or December 2011:</p> <ul style="list-style-type: none"> <li>• Renewed focus in Special Education</li> <li>• Special Education – a service, not a location</li> <li>• Conceptual Framework – Cycle of Inquiry</li> <li>• Strengths of the Department</li> <li>• Needs of the Department</li> <li>• Plan of Action</li> <li>• The Future</li> <li>• Leadership Competencies</li> <li>• Special Education training opportunities and resources</li> <li>• Schoolnet tool for student state assessment performance</li> <li>• Statewide Special Education Technical Assistance (SESTA)</li> </ul>	
	<p><b>Questions</b></p> <p>Dennis had ITC question on textbooks. Rich directed him to the Idaho School for the Deaf and Blind. Publications are required to be accessible electronically.</p> <p>Jodi had a question, from a parent’s perspective, on who monitors the process and best practices: What is actually happening vs. what is documented?</p> <p>Rich commented there was monitoring on different levels:</p> <ul style="list-style-type: none"> <li>• Dr. Melanie Reese (Dispute Resolution Coordinator) oversees complaints and inquiries</li> <li>• Regional coordinators have protocol and will ask districts to give a level of awareness and to possibly have a meeting.</li> <li>• Rich Henderson (Special Education Director) will contact a Special Education director if a parent calls and says nothing has changed.</li> <li>• Matt Hyde (Parent Involvement Coordinator) addresses calls due to Parent Involvement on website.</li> </ul>	

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	<p>Jodi appreciated the clarification and could see that the process was in place.</p> <p>Rich agreed there was a distinction between compliance and practice, and it was important to see that the process was honored and followed.</p>	
<p><b>School Based Services/Medicaid Update</b>  <i>Shannon Dunstan,  Early Childhood &amp; Interagency Coordinator</i></p>	<p><b>School Based Services and Medicaid</b>  Shannon updated the group on school based services and Medicaid.</p> <p>Children's redesign is in House and Senate. Developmental therapy and IVI will be re-identified. The 2012 -13 school year will be different. The parent will have a choice of services for child. Notifications will go out to parents in July and August, and parents can choose.</p> <p>DHW will redesign school based services. One group will meet in March to see what information can be shared to eliminate duplication of efforts and to identify who has responsibility in the school arena. We need to assist teachers by streamlining process of where to get reports.</p> <p>Another group will meet in April to redefine what the new redesign services look like in schools and to identify teachers and administrators to develop the program.</p> <p>Prior to April, Shannon is working on the Medicaid manual for schools. DHW, a division of Medicaid, has identified top issues with 10 schools identified from findings. The manual will reference the DHW website and criteria so schools can follow the guidelines correctly.</p> <p>Rich talked about visits and audits where people delivering services may not be delivering services as expected. We also need to consider circumstances where we need to operate based on a student's behavior.</p>	
	<p><b>Billing Increase</b>  Judy asked what the increase in billing is from.</p> <p>Shannon shared that school based services use federal \$, and Medicaid services use state \$. Schools must be a Medicaid provider to access school based services – it is a choice. How the school determines to serve students is varied.</p> <p>Some schools were not meeting expectations of Medicaid and hired their own developmental staff to work with students. The increase is based on schools which need more support for students in the educational environment.</p>	
	<p><b>PSRs</b>  Valerie asked about PSRs. Shannon said there are different pools of money. PSR and DD funds are separate.</p> <p>Valerie mentioned there was a conflict for services in-home for a child. Shannon said school time does not affect community time. It has its own pool of money. Groups are meeting as to how to share the information. Valerie asked where the duplication of effort is being identified.</p> <p>Shannon said the group in March is determining which documents can be shared to prevent duplication. We need to collaborate and educate parents.</p> <p>Judy talked about a district that is a Medicaid provider and wants PSR services. They contract with a private agency to provide support to the school where a student's needs are different on different days.</p>	

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	Shannon said it is a Medicaid billing issue, and it depends on what is documented and how the child's plan is written. Medicaid is not always clear.	Shannon will send a contacts document to Matt Hyde who can distribute to us.
	<p><b>Community Services/Travel</b>  Dennis brought up options for community services in remote areas of the state. His concern was that paying someone to travel cuts into the amount of service and the professionalism required for the job.</p> <p>Valerie said travel is not reimbursed as billable to Medicaid under those hours. Valerie said services are being scrutinized because of inconsistencies, so it is good to know about the inconsistencies when they occur.</p>	Shannon will send Medicaid information to Dennis.
	<p><b>Assessments/Policies &amp; Procedures</b>  To support the system, Shannon said there needs to be clear communication, boundaries, expectations, training, and documentation.</p> <p>Jodi asked if assessments are being aligned more to a student's issues.</p> <p>Shannon said the State of Idaho DHW, a division of Medicaid, has chosen SIB-R as an assessment tool, and it is used by Medicaid to determine eligibility. There will be a section for school based services on the DHW website.</p> <p>For infant and preschool, there are new agreements for the Part C and Part B system. There will be notifications that will streamline the process, and there will be new policies and procedures for the new school year. In addition, Headstart is working on best practice standards on providing for needs and services.</p> <p>Amanda asked about indicators. Shannon said there are early childhood indicators 6, 7 and 12.</p> <p>Matt suggested sending out progress reports on what is in process with all the changes.</p> <p>Shannon concluded we are in a unique position with Medicaid to bring communities and schools together to meet the needs of students.</p>	
<p><b>Idaho Toolkit for English Language Learners</b>  <i>Dr. Fernanda Brendefur,</i>  <i>Title III/Limited English Proficiency (LEP) Coordinator</i></p>	<p>Fernanda shared this effort started in Wendell, Idaho. It has been a collaborative process developing programs to educate children who are English Language Learners and to provide a toolkit for schools to follow. We follow Colorado's process and framework. The Idaho Toolkit for English Language Learners started from humble beginnings and is now global.</p> <p><b>Why the Toolkit?</b>  School staff did not understand how to serve English Language Learners (ELL) and did not know if issues were English language issues or something else. ELL kids need to have opportunities to use English often in speaking. Rich mentioned indicators 9 and 10 showed assessments were sometimes wrong. Fernanda pointed out programs needed to be collaborative between Special Education and LEP, and there was a need to respond to district requests for assistance.</p>	

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	<p><b>Toolkit Contents</b>  The rollout of the toolkit involved pilot training. The toolkit is district-specific based on a survey the districts fill out, and it follows a systematic approach using 6 modules.</p> <p>Self Evaluation Survey  Module 1: Foundations  Module 2: Language and Culture  Module 3: Family and Community  Module 4: Effective Curriculum and Instruction  Module 5: Assessing ELs  Module 6: Determining Special Education Eligibility.</p> <p><b>State Endorsed Toolkit Trainers</b>  Trainers are selected through a nomination and application process. There are 10 in Special Education and 10 in multi-cultural education.</p> <p><b>Requesting a Toolkit Training</b>  Training must be requested by district leadership to Fernanda one month in advance. Requests will begin in the Fall 2011.</p> <p><b>Toolkit Training Requirements</b>  Requires minimum of 1 contract day commitment with 2 trainers. What training is on depends on the survey showing the highest need of a district. Once requested, SDE will send out trainers, and the district will contract with trainers.</p> <p><b>Walking through a Module</b>  Fernanda demonstrated the toolkit with Module 2 Language and Culture.</p> <p><b>Questions</b>  Bruce asked if the toolkit training was affected by the budget. Rich mentioned there were a variety of funding sources.</p> <p>Amanda asked if there are translators (based on the diverse population of students). Fernanda confirmed. For some languages, it may involve connecting parents with a service that can translate for their child.</p>	
<p><b>Lunch Presentation - Legislative Update</b>  <i>Dr. Marybeth Flachbart,</i>  <i>Deputy Superintendent -</i>  <i>Student Achievement and</i>  <i>School Improvement</i></p>	<p>Marybeth spoke about the significant state cuts of 7 ½%. If the economy grew at 4% per year, it will take 10 years to get back to the funding that we were at.</p> <p>Marybeth emphasized the bottom line: There is no money. We have 2 choices – raise taxes or change our education plan.</p> <p>Marybeth covered the 3 pillars in the Students Come First plan “to educate more students at a higher level with limited resources.” (See handout):  21<sup>st</sup> Century Classroom  Great Teachers and Leaders  Transparent Accountability</p>	
	<p><b>21<sup>st</sup> Century Classroom</b></p> <ul style="list-style-type: none"> <li>There must be an investment in technology of personal computing devices for 9<sup>th</sup> graders to access curriculum, textbooks, research, and online coursework (digital).</li> </ul>	

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	<ul style="list-style-type: none"> <li>• They are looking at a blended model with distance learning or online courses where students do research, and teachers facilitate learning.</li> <li>• The decision is at the local level whether a student takes home the personal computing device or not.</li> <li>• A student needs to take 4 credits digital (online).</li> <li>• Districts decide which courses will be offered, such as Health or Speech.</li> <li>• A student finished with required high school credits will be able to get college credits.</li> <li>• Dennis voiced the need for the visually impaired to have textbooks and resources available.</li> <li>• Marybeth said we are working with publishers for textbooks to be digital and accessible. There are numerous questions to be addressed, such as how do we train teachers to teach reading through a digital medium and how do we teach comprehension?</li> <li>• Amanda voiced a concern that the \$6000 allotted for technology in the classroom includes the personal computing device for students. Marybeth made the distinction that there is the student piece and the technology piece. Marybeth said the \$6000 is applied towards the purchase of technology, such as a computer for the teacher, wiring, projector, etc., in the classroom. It also covers the professional development using the technology.</li> </ul>	
	<p><b>Great Teachers and Leaders</b></p> <ul style="list-style-type: none"> <li>• Elimination of tenure. Current holders of tenure hold onto it. Others have 1 or 2 year contract. Administrators have little to say about tenured personnel. The new way will involve performance evaluations. The new way will no longer require principals to accept teacher transfers.</li> <li>• Elimination of RIF. Regardless of seniority, it will be up to the district leadership on who to retain. It will no longer be “last one in and first one out”. <ul style="list-style-type: none"> <li>- Judy asked if a Special Needs student would have a personal computing device. Marybeth explained it would depend on the IEP.</li> </ul> </li> <li>• Pay for Performance. The pay for performance is a complicated formula. <ul style="list-style-type: none"> <li>- With ISEE, we can move to a growth model: <ul style="list-style-type: none"> <li>25% - Student growth (school by school).</li> <li>25% - Staffing.</li> <li>25% - District measurement of growth.</li> <li>25% - Teacher leadership.</li> </ul> </li> <li>- We are also working on the performance evaluation framework for Special Education. The framework would be the same, except it would involve gathering different data.</li> </ul> </li> </ul>	
	<p><b>Transparent Accountability</b></p> <p>Transparent accountability involves having a financial report card. In the past, the master agreement would only pertain to salary and benefits, but now it will be open. This all means:</p> <ul style="list-style-type: none"> <li>• Increasing class size (see handout with “Student-Teacher Ratio” chart), except for K-3 class size and Special Education class size.</li> <li>• Deciding at the district level on where to use funding</li> <li>• Deciding at the district level on what the class size should be.</li> </ul> <p>Schools receive additional IDEA funds for Special Education. In Idaho, it is 23-26%. The majority of Special Education costs are at the district level. Federal funds will stay the same.</p>	

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	<p>Judy didn't think Special Education needs were being met. She felt the state should step up and give money to the districts that need it.</p> <p>Rich spoke on the relationship of federal funds and general funds dealing with Special Education. Part B money is only being used for Special Education.</p> <p>Judy would like to see a pool of money that agencies could agree upon – as a cooperative agreement – to be used for Special Education students who have big needs.</p> <p>Marybeth concluded this topic by noting how exciting this plan was with its involvement of personal computing devices and technology in the classroom.</p>	
<p><b>Response to Intervention</b>  <i>Nancy Thomas Price,</i>  <i>Response to Intervention (RTI)</i>  <i>Coordinator</i></p>	<p>Nancy is focused on ensuring everyone has the same understanding of the basics of Response To Intervention (RTI).</p> <p><b>Handouts</b></p> <ul style="list-style-type: none"> <li>• “Essential Components of RTI – A Closer Look at Response to Intervention” booklet</li> <li>• “National Center on Response to Intervention – What is RTI?” handout</li> <li>• “Response to Intervention Taking Hold in Lake Pend Oreille School District” news release</li> <li>• “Response to Intervention – Idaho Update – Special Education” PowerPoint printout.</li> <li>• “Nine Characteristics of High Performing Schools” bookmarks</li> </ul>	
	<p><b>RTI Review</b></p> <p>RTI is part of the area of Statewide System of Support (SSoS) under the Division of Student Achievement and School Improvement (one of Marybeth's divisions.) RTI is a best practice and is a framework of prevention. It affects every student and prevents learning gaps and prevents school failure. RTI can affect student achievement, but only if it is implemented well.</p> <p>RTI has guiding questions that help schools collect data to see where they are at. RTI has a clear and shared focus on prevention. Prevention is a key word.</p> <p>Nancy is working with district leadership to support teachers. There needs to be layers of support for teachers. Nancy completed RTI training for 77 districts. Districts need to support RTI to establish guidelines that are similar.</p> <p>Nancy wrote a grant which goes through next school year to use a creative rubric and focus on what RTI is. We used to focus on Individual students; now we focus on smaller groups of kids with similar needs. We used to focus on school level; now we focus on district level.</p>	
	<p><b>Nine Characteristics of High Performing Schools</b></p> <ol style="list-style-type: none"> <li>1. Clear and shared focus</li> <li>2. High standards and expectations for all students</li> <li>3. Effective school leadership</li> <li>4. High levels of collaboration and communication</li> <li>5. Curriculum, instruction and assessments aligned with state standards</li> <li>6. Frequent monitoring of learning and teaching</li> <li>7. Focused professional development</li> <li>8. Supportive learning community</li> <li>9. High levels of family and community involvement.</li> </ol>	



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	<p><b>Response to Intervention – Idaho Update – Special Education</b>  Nancy covered the PowerPoint slides (handout):</p> <ul style="list-style-type: none"> <li>➤ Defining RTI (slide of handout of small slides)</li> <li>➤ RTI as a Preventative Framework</li> <li>➤ Essential RTI components: <ul style="list-style-type: none"> <li>Screening</li> <li>Progress Monitoring</li> <li>School-wide, Multi-level Prevention System</li> <li>Date-Based Decision Making</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Screening</li> <li>➤ Is Core Curriculum effective?</li> <li>➤ Progress Monitoring – Purpose, Focus, Tools, Timeframe</li> <li>➤ 3 Important Questions <ul style="list-style-type: none"> <li>Are students meeting short and long-term performance goals?</li> <li>Are students making progress at an acceptable rate?</li> <li>Does the instruction need to be adjusted or changed?</li> </ul> </li> <li>➤ Essential Tiered System Components <ul style="list-style-type: none"> <li>Primary Level – Core</li> <li>Secondary Level – Strategic</li> <li>Tertiary Level – Intensive</li> </ul> </li> <li>➤ Changing the Intensity and Nature of Instruction</li> <li>➤ Conceptual Framework for RIT</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Data-Based Decision Making: The Basics</li> <li>➤ Data-Based Decision Making: Types of Decisions</li> <li>➤ Data-Based Decision Making: Specific Learning Disability Eligibility</li> <li>➤ Ultimate Goal – high % of students at grade level</li> <li>➤ Q &amp; A <ul style="list-style-type: none"> <li>How many districts are using RTI well? A lot. <ul style="list-style-type: none"> <li>○ 77 out of 144 districts are participating in training</li> <li>○ 7 RTI coaches</li> <li>○ 12 trainers to deliver training across the state</li> </ul> </li> </ul> </li> <li>➤ RTI Module 2 Training <ul style="list-style-type: none"> <li>Successes – We have the data to see if student needs are being met.</li> <li>Challenges – We need the support of leadership, time, and \$.</li> </ul> </li> <li>➤ Q &amp; A - How does RTI benefit all students? <ul style="list-style-type: none"> <li>See “Response to Intervention Taking Hold In Lake Pend Oreille School District” handout.</li> </ul> </li> <li>➤ Norm-Referenced: Bell Curve</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Q &amp; A <ul style="list-style-type: none"> <li>Are services for Special Education students delayed in the RTI process? The system allows us to intervene early. As a result, some will not need Special Education services.</li> </ul> </li> <li>➤ Statewide Percentage of Students with Learning Disability <ul style="list-style-type: none"> <li>Nationally 39% of students with disabilities are served under SLD.</li> </ul> </li> <li>➤ Resources and Support</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Questions <ul style="list-style-type: none"> <li>SDE website <a href="http://www.sed.idaho.gov">www.sed.idaho.gov</a></li> <li>Nancy’s email <a href="mailto:nthomasprice@sde.idaho.gov">nthomasprice@sde.idaho.gov</a></li> <li>National Center on Response to Intervention <a href="http://www.rti4success.org">www.rti4success.org</a></li> </ul> </li> <li>➤ National Center of Response to Intervention publication.</li> </ul> <p>Judy commented that Nancy has done a great job with RTI, and Karen liked the “Nine Characteristics of High Performing Schools” bookmarks that Nancy brought.</p>	

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<b>Idaho System for Educational Excellence (ISEE); Schoolnet</b> <i>Matt Hyde, Parent Involvement Coordinator</i>	<p>Matt presented information on Schoolnet which is part of the statewide longitudinal data system (ISEE). ISEE stands for Idaho System For Educational Excellence. ISEE uses the Schoolnet application to provide Idaho educators with a single place to view student specific information.</p>	
	<p><b>Idaho system For Educational Excellence – Schoolnet Overview</b>  Matt covered the PowerPoint slides (handout):</p> <ul style="list-style-type: none"> <li>➤ Vision: “Every parent and educator will have access to the data they need to guide instruction on a daily basis and measure the academic progress of all students.”</li> <li>➤ Instructional Core – Students, Staff, Content</li> <li>➤ ISEE Data Flow</li> <li>➤ Align Data to Users – Custom extracts, data reporting system, Schoolnet</li> <li>➤ Decision Reporting System (DRS) – Provides reporting capabilities</li> <li>➤ Schoolnet – Consists of Digital backpack, key performance indicators, and reports</li> <li>➤ District View – ISAT, IRI, IELA</li> <li>➤ Subject View</li> <li>➤ Class Roster View</li> <li>➤ Digital Backpack – Student profile of detail information</li> <li>➤ Assessment Detail – Shows results of standardized tests</li> <li>➤ Deployment Plan – Regionally based training for districts in 2011, Subject Matter Experts, Schoolnet training, Digital Reporting System (DRS), User accounts and admin tool</li> <li>➤ Summary – ISEE reporting tools, etc.</li> <li>➤ Next Steps – Regional Schoolnet trainings, webinars, training for SMEs, DRS training.</li> </ul> <p>Denver, Colorado is using Schoolnet. Matt traveled to Denver to see the capabilities of the tool and to see where students and districts were with Schoolnet. Idaho districts have uploaded data into the ISEE system, and security is built into the system. We are the first state to deploy the ISEE system as a whole state.</p> <p>For information on ISEE and Schoolnet, go to  <a href="http://www.sde.idaho.gov/site/isee/">http://www.sde.idaho.gov/site/isee/</a></p>	
<b>By-laws - Special Education Advisory Panel</b> <i>Jodi Schilling, SEAP Chairperson</i>	<p>Several sections of the By-laws were discussed briefly at this meeting.</p> <p><b>Section 2. Purpose</b>  Regarding the specific responsibilities of SEAP, Karen suggested adding an item h), similar to item f), but for homeless students:</p> <p style="padding-left: 40px;"><i>h) Advise the SDE on the education of students who have been identified as homeless as defined under the McKinney-Vento Act. ”</i></p>	<p>Include in “Review of By-laws” agenda topic in April to add “h)” to By-laws under Purpose section for homeless students – (similar to f).</p>

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	<p><b>Section 3. Membership</b>  Matt posed these ideas for the panel to consider before the April meeting:</p> <ul style="list-style-type: none"> <li>- To keep the current recruitment of new members to one time per year OR</li> <li>- To change the By-laws to recruit new members several times per year.</li> <li>- To aim for 12-18 panel members.</li> <li>- To have panel membership composed of a majority (51% or more) of parents of students with disabilities and individuals with disabilities (<i>By-laws, page 3</i>).</li> </ul>	
	<p><b>Section 3. Membership (Footnote 1)</b>  Matt also asked the members to determine if a change to the meeting schedule is needed:</p> <ul style="list-style-type: none"> <li>- To keep SEAP meetings on the current schedule (July 1<sup>st</sup> of one calendar year through June 30<sup>th</sup> of the subsequent calendar year) OR</li> <li>- To change the By-laws to follow a yearly schedule based on one calendar year (January – December of the same calendar year).</li> </ul> <p>Jodi and others thought a summer kickoff meeting sounded good</p>	
	<p><b>Section 6. Vacancy</b>  Judy brought up the member replacement procedures are documented in the By-laws.</p>	
	<p><b>Section 8. Meetings</b>  Matt suggested we meet 3 times per year (rather than 4 times) with individual work groups meeting at other times throughout the year, as needed. (<i>Per Section 8, this does not require a change to the By-laws.</i>)</p> <p>Karen brought up that we needed to get Rich’s input on the meeting schedule discussion, along with a superintendent’s input. Karen suggested adding the review of the By-laws to the April agenda with Rich present.</p>	<p>Add “Review of By-laws” as an April agenda item and invite Rich to be actively involved in the discussion.</p>
<p><b>New Member Proposals</b>  <i>SEAP Members</i></p>	<p><b>New Member Proposals</b>  Matt would like to expand the SEAP membership to include persons working in higher education, persons working at Elks or other rehabilitation services, superintendents, and Special Education Directors. He would also like to see a broader representation from around the state.</p> <p>Jodi liked the idea of having a superintendent on the SEAP Panel.</p> <p>Dennis thought it would be good to include an Assistive Technology (AT) person on the panel.</p> <p><b>New Member Orientation</b>  For the New Member Orientation meeting, Matt suggested inviting some legislators. The group concurred.</p>	<p>Matt will compose a list of new member proposals. Matt will meet with Rich to review the list. Matt will distribute the list to panel members prior to the April 2011 meeting.</p>

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	<p><b>Special Education newsletter</b>  To keep SEAP members informed, Matt suggested sending the monthly Special Education newsletter to the SEAP members. It was agreed that was a good idea.</p> <p><b>SEAP website</b>  Matt would like to include links to external resources from our SEAP website for reference by panel members and the public.</p>	<p>Matt will send the Special Education newsletter to SEAP panel members.</p> <p>Matt will verify it is acceptable to include links to external resources on the SEAP website.</p>
<p><b>Review April 2011 Topics</b>  <i>SEAP Members</i></p>	<p><b>Proposed April 2011 Agenda Topics</b>  <i>PBIS</i> – John Carter</p> <p><i>Coordinated School Health</i> – Patricia Stewart</p> <p><i>Dispute Resolution</i> – Dr. Melanie Reese</p> <p><i>SPP/APR</i> – Jean Taylor / Janice Carson</p> <p><i>Panel Recommendations</i></p> <p><i>Legislative Update</i> – Dr. Marybeth Flachbart</p> <p><i>Review of By-Laws</i></p> <p><i>New Member Proposals</i></p> <p><i>Election of Executive Committee officers</i> (Vice-Chairperson, Secretary)</p>	
<p><b>Title I Conference</b>  <b>(Committee of Practitioners)</b>  <i>SEAP Members</i></p>	<p><b>Title I Conference</b>  Matt explained the SEAP meeting was scheduled April 5<sup>th</sup> to coincide with the Idaho Title I Conference scheduled for April 6-8, 2011 at the Boise Centre on the Grove.</p> <p>Matt thought it may be of interest to some SEAP members to attend the Committee of Practitioners Wednesday morning or other Title I Conference sessions during the week. Matt also brought up the idea of combining this group with the Committee of Practitioners.</p> <p><b>Speaker Ann Henderson</b>  Matt commented that Ann Henderson is speaking at the Title I Conference, and he would like to invite her to facilitate a meeting to walk through Parent Involvement, laying out the expectations of parents, schools, and students. His idea is for the meeting to be invitation-only with attendees representing different levels of education.</p>	

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	<p>It would be similar to a community café where she would lead us through discussions to have a clear understanding of the roles and expectations under family and community engagement and what it should look like.</p> <p>Matt would like to get the right people together to make a difference. He would like this to be a forum of information and idea-sharing. His desire is to integrate schools with students and parents and to involve parents to be engaged. Has this NOT been done before because it is too big?</p> <p>Judy's input was that Matt could try to get the people together if they were coming to the Title I Conference. Jodi suggested he plan this at a later date and build on it. Dennis commented that we probably have experts in Idaho that could present similar ideas.</p> <p>Matt brought up partnerships with educational communities and faith-based communities. Judy thought the key was to get the community working with parents, and that Headstart was good at parent involvement.</p>	
	<p><b>SEAP attendance at Title I Conference</b>  Judy asked if there was a budgetary issue about attending the conference. If anyone is interested in attending, Matt will go to Marybeth and Rich and will advocate for panel members to attend, depending on the budget.</p> <p>Judy said that the panel was invited to the RTI conference last year, and she had the understanding that the conferences were paid for. She thought the panel should be invited to the Title I Conference because the panel needs to be well-educated.</p> <p>Matt will distribute information about the Title I Conference, if anyone is interested in attending.</p> <p>Jodi has a high interest, but only for one day at Title I (Wednesday).</p> <p>Judy is interested, but time is an issue for her.</p> <p>Amanda is interested, depending on the Agenda.</p> <p>Dennis is not necessarily interested.</p> <p><i>Note: Information on the Title I Conference is located at <a href="http://www.sde.idaho.gov/site/title_one/conference11/">http://www.sde.idaho.gov/site/title_one/conference11/</a></i></p>	<p>Matt will distribute information to SEAP members about the Title I conference.</p>
<p><b>Identify Action Items</b>  <i>SEAP Members</i></p>	<p><b>School Based Services/Medicaid Update</b>  Shannon will send a contacts document to Matt Hyde who can distribute the information to us.</p> <p>Shannon will send Medicaid information to Dennis.</p> <p><b>By-laws</b>  Add "Review of By-laws" as an April agenda topic and invite Rich to be actively involved in the discussion.</p> <p>Include in "Review of By-laws" agenda topic in April to add "h)" to By-laws under Purpose section for homeless students – (similar to f).</p>	

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<b>I</b>	<p><b>New Member Proposals</b>  Matt will compose a list of new member proposals. Matt will meet with Rich to review the list. Matt will distribute the list to panel members prior to the April 2011 meeting.</p> <p><b>Special Education newsletter</b>  Matt will send the Special Education newsletter to SEAP members.</p> <p><b>SEAP Website</b>  Matt will verify it is acceptable to include links to external resources on the SEAP website for reference by panel members and the public.</p> <p><b>Title I Conference</b>  Matt will distribute information to SEAP members about the Title I conference.</p>	
<p><b>Summarize Discussion</b>  <i>SEAP Members</i></p>	<p><b>Purposes of SEAP</b>  The panel updated Rich with an overview on the purposes of SEAP that we had reviewed in the By-laws. It was expressed that members want to carry out the purposes of SEAP and also promote awareness. Comments included utilizing the monthly Special Education newsletter and improving the SEAP website with useful information and external links.</p>	
	<p><b>Why are you here?</b>  Rich led a discussion on “Why are you here?”</p> <p>Jodi said in the past the purposes were not clearly communicated, and the panel was on the receiving end of the information. But now we interact more on the panel, and today we reviewed our purposes which was useful. We can decide what is important and give advice.</p>	
	<p>Rich commented that today turned out to be an informational gathering meeting. What advisement does the panel have for RTI and other agenda items? Why spend the time doing this?</p> <p>Amanda said they could advise on how education reform will impact students in Special Education.</p> <p>Jodi reminded everyone that the panel gave advisement in the December meeting (we were asked for advice by presenters), however, this February meeting consisted of informational gathering.</p> <p>Judy joined SEAP because she didn’t think we were meeting the needs of the mental health kids. Judy added that there has been discussion on how to best keep communications open to all the agencies.</p> <p>Amanda joined SEAP because, after learning about SEAP’s influential role in restraints and seclusion issues, she wanted to be a part of something that could really make a difference in special education.</p> <p>Dennis joined when there was a definitive direction. Then the feds came in with rules, and there were some administrative changes. We need to refocus and rededicate panel objectives. We have been receiving information, but we have not been given a voice to really do anything.</p> <p>Jodi joined SEAP because she wanted to be on a parent advisory board as a parent.</p> <p>Rich pointed out that once the purposes have been established, people will want to attend, to make decisions, and to communicate ideas.</p>	

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	<p><b>Comments on April 2011 Meeting</b></p> <p>Jodi shared with Rich some of the agenda items chosen for the April meeting.</p> <p>Matt mentioned our group reviewed the meeting schedule in the By-laws, and we will also review it in April. The Executive Committee is elected the 2nd meeting of the year (April), and new members are appointed in July.</p> <p>Rich suggested the April agenda include only presentations in the morning, followed by the By-laws in the afternoon along with panel recommendations.</p> <p>Rich noted that he supports bringing in people from around the state. The SEAP meetings could be online, but it is best for the panel to have face-to-face meetings at this point.</p> <p>Matt made the point that we have not had the Secretary attend the last 2 SEAP meetings (December 2010 and February 2011). Another concern is that we need coverage from different parts of the state.</p>	
<p><b>Work Group Reports</b></p> <p><b>Collaborative Time</b></p>	<p>These agenda items were not specifically covered in today's meeting, but there were related discussions under other agenda items.</p> <p><i>Membership- Tom Falash, Judy Randleman, Amanda Holloway</i>  <i>Website - Matt Hyde, Bruce Christopherson</i>  <i>Public Awareness - Sarah Noble, Jodi Schilling, Dennis Toney</i>  <i>Rules Clarification - Matt Hyde</i></p>	
<p><b>Executive Committee Meeting</b>  <i>Jodi Schilling - Chairperson</i>  <i>Judy Randleman – Vice Chairperson</i>  <i>Sarah Noble - Secretary</i></p>	<p>The Executive Committee spoke informally with Rich about numerous topics.</p>	

**Handouts Provided**

**Dr. Marybeth Flachbart - Deputy Superintendent - Student Achievement and School Improvement**  
Students Come First

**Nancy Thomas Price - Response to Intervention (RTI) Coordinator**  
Essential Components of RTI – A Closer Look at Response to Intervention  
National Center on Response to Intervention – What is RTI?  
Response to Intervention Taking Hold in Lake Pend Oreille School District  
Response to Intervention – Idaho Update – Special Education  
Nine Characteristics of High Performing Schools

**Richard Henderson - Special Education Director**  
SDE Vision & Priorities in Special Education

**Matt Hyde - Parent Involvement Coordinator**  
The New State Data Analysis System Powered by Schoolnet  
Idaho System for Educational Excellence – Schoolnet Overview

**Panel Information**  
SEAP By-laws and Operating Guidelines  
SEAP Membership List  
SEAP Agenda  
SEAP Meeting Schedule  
SEAP Meeting Summary December 13 & 14 2011  
Travel Expense Reimbursement Information  
Travel Expense Reimbursement Form